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JUL 5 1952

Methods of Salvation

May I be permitted to offer a few remarks concerning some of the points in the article of Raymond F. Howes, "What Can We Do to Be Saved?" in the March *Critic*:

1. There is no such thing as "quickly" teaching illiterates to read and write, that is, if the "what" of reading and writing is to be taken into consideration, as it must be.

2. Teaching English to Puerto Ricans is primarily the function of persons of native English speech with knowledge of Spanish. It cannot be satisfactorily done, generally speaking, by professors of English, who, except in rare cases, do not even read Spanish.

3. Foreign-language teachers in the United States have no new ways, nor any new gadgets, for teaching Russian and Japanese *fast*, nor for so teaching any other foreign language. To suppose otherwise is an unscientific, unrealistic conception arising from failure to recognize that, if the army did some *fast* teaching of foreign languages, it was only to highly select, already linguistically experienced, personnel subjected to the "area" study of a foreign language 14 hours a day.

4. That many students writing letters home do not connect their composition study with life situations is first and foremost "their funeral," not that of the English teachers. The latter can supply "writing-home" technique only where there is common-sense (I first wrote "gumption") in the human element before them. *I object strenuously to the modern habit (initiated by professional education) of belaboring teachers while removing responsibility for purposes and actions from the shoulders of youth-in-school.*

5. Teachers of English are not in danger of losing their legitimate jobs. My observation shows them in a favored position, especially as compared with the teachers of other languages in the secondary schools and teachers colleges.

A. M. WITHERS
Concord College

Morituri Salutamus

I picked up my Master's Degree yesterday. I must confess that now that I have accomplished it, I am not so awestruck as I was when I contemplated the act only in prospect. I suppose that the next task is to try for that Ph.D., but where I do not know yet. . .

Part of my ennui is attributable to the rather dismal prospect facing the graduate in Liberal Arts.

Let's face it, who wants him? 'So you can teach English, young man? How interesting! But what else can you do?'

There are, I am afraid, not exactly too many of us who can teach English, but altogether too few who can spare time and effort for such an obsolete subject as learning how to read and write.

Shall we prepare to take our place beside the professors of Greek and Latin in the College of Anachronistic Arts? Oh surely we shall be tolerated for a brief time (on an ever-decreasing budget) as a sort of quaint and charming spectacle of decayed pedagogy, just faintly reminding our colleagues in the College of Technology of the leisured, graceful days supplanted by the Age of Gadgetry.

Ph.D.'s: The Number Really Alarming

There are far too many Ph.D.'s, the number really alarming. And as most of them do not want to do research and never will do it they should not be trained for it. Instead they should be prepared to teach composition and sophomore literature and one or two simpler electives. Emphasis should be laid on wide and also on intensive reading, on developing the enjoyment and understanding of literary masterpieces including Homer or Greek tragedy or Dante, or Goethe in the original. Part of the work should be with authors remote from our own time and place.

But all this should not take the place of or mean the suppression of training of a relatively small number in research, in creative as opposed to absorptive or receptive thinking. We must advance the frontiers of knowledg, must originate new approaches, new interpretations, must ask new questions, make fresh evaluations, if the study of literature is to be ever renewing itself and continuing to be alive.

It is curious that while many professors are eager to give graduate work, many of their graduate students wish to devote themselves exclusively to literary criticism.

RAYMOND D. HAVENS
Johns Hopkins University

Limit Access to the Profession?

Certainly enjoyed "What Can We Do to Be Saved?" in the March *Critic*. Have been wondering if anybody in the CEA has ever thought about the possible solution, especially in these times, of limiting the number of advanced degrees in English, on the basis of a survey of needs. Isn't it a mistake to keep on giving out Ph.D.'s to people who have no chance to put them to proper use in a saturated labor market? I know this may sound reactionary, and the idea frankly stems from my thoughts about what the AMA did in the twenties. Look at the difference in status among doctors of medicine and philosophy; yet twenty-five years ago doctors were almost as bad off as we are. This is only a thought but wouldn't it be something for the CEA to investigate? Or am I a decade or so behind time?

EDGAR M. HIRSHBERG
Salem College

CEA Institute of Vast and Immediate Interest

I wish much I could get away to attend the Institute on June 12 and 13, and I hope you get a good number of intelligent and curious people on both sides to appear. Surely the results will be of vast and immediate interest to all college English departments which are hard-pressed to justify themselves and their majors in terms of job-potential.

Peddling Their BAs

I feel very strongly that one of the projects of our organization should be to explore this promising aspect of direct liaison between departments and business executives. We know we can teach people how to be better human beings and better citizens, but we need to be able to assist them to peddle their BAs in humanities for suitable jobs. As we know too well in our own underpaid profession, it is hard to be a good citizen and a complete credit to the community, and to enjoy life to the full if we can neither pay up the grocery bill nor afford tickets to the symphony.

The Myth of the Engineer

I have been quizzing some of the personnel people here in Government hiring positions, and find that many of the writers of qualifications and job descriptions are mesmerized by the myth of the engineer as the ideal modern man, and that after him they like best a man with a major in history and a *minor* in English. This last is one comfort, but it is clear that we have some propagandizing to do, and that there have been some shrewd fellows from other departments before us in the business.

Outlook Gloomy

Some of my friends here are gloomy. One says that he is returning to teaching English because he has nothing better to do; but that he has little hope that English will avert the disaster which has overtaken the Classics.

He asserts, "Our low estate and the crisis of the humanities at large are not so much a consequence of a change in the modern world as it is a connsequence of the atrophy of the teacher. And an occasional good teacher here and there is genuinely helpless; there must be a widespread change in attitude—the whole profession must be revivified, or the jig is up And the chances of a wholesale revivification are pretty slim."

Economist Demurs

Another (an economist) demurs. "Bad as teaching in the humanities is," he says in effect, "the real difficulty is that your traditional wares are no longer marketable. Urbanity and polish count for nothing; it is the lad with the engineering degree who can have any job he chooses, in preference to a liberal arts candidate. You have either got to reestablish the market for what you have to offer by making it an advantage in job seeking, or you have got to retool and convert to supplying the present demands; not for literature, but for business English, writing advertising copy, television script-writing, and the like. Moreover, you won't get your own salaries up until you can create more competition in the labor market for PhDs in English than there has been since 1947 or is likely to be in the next ten or twelve years. Either get some outside racket which will permit you to indulge the luxury of teaching in your spare time, as it were, or create a demand in industry or elsewhere for your services in professional capacity."

Limit Access to Profession?

One suggestion that keeps cropping up is to devise means for denying advanced degrees to all but the chosen few, in inadequate numbers, as some believe the AMA does. I don't like that idea much.

BRUCE DEARING
Washington, D.C.

Received, from one CEA member: "I have left the profession in order to support my family and am therefore no longer eligible for membership."

(Ed. Note: The conclusion does not follow. *CEA* membership is open to English teachers in institutions of higher education *and to those who have so taught.* Yet the direction of this straw in the wind bears watching.)

Else Throw in the Sponge

As one who has long been sympathetic with what the CEA stands for, I was most happy to meet the secretary-editor of its steadily improving *Critic*. It is a noble enterprise to try to prod our conservative and often myopic profession into some semblance of vitality and vision. Even here at Harvard one hears students complain (not particularly about the English Dept.) that too few professors seem interested in (and capable of) *teaching*, that the administration is concerned with a man's bibliography rather than his classroom effectiveness, etc.

Inter alia I am concerned to know what is being done to prepare future teachers to pass on to their students sound critical principles capable of weaning them from comic books and the *Saturday Evening Post*, and providing them with an understanding of the values as well as methods of literary study. Else throw in the sponge. . .

WERNER BEYER
Butler University
(Prof. Beyer has been travelling on a Ford Foundation Faculty Fellowship.)

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Blooming Relighted by Dejoyced Febrile Critissue

ROBERT T. FITZHUGH
Brooklyn College

"Let Joyce Be Unconfined"
ROBERT WITHINGTON

The Joyce number is excellent.
FRED GWYNN
Penn State

. . . I thought the latest *CEA Critic* (Feb. 1952) much the best. Miss Drew's article is admirable, as are some of the others.

One question, which none of the contributors discuss, is whether it is worthwhile for an under-graduate who usually has but two or three courses in literature, to devote one of these to so long and unusually difficult a work as *Ulysses*. I have given a seminar in it for graduate students, but feel that not much is gained unless a great deal of time and hard work is devoted to the book, and I think this time, for an under-graduate, would be much better spent on other books. . .

RAYMOND D. HAVENS
Johns Hopkins University

Neither Steadily Nor Whole

Professor Elizabeth Drew, for whom I have a good deal of respect, has not done herself justice in her approach to Joyce's *Ulysses*. It is clear that she has not applied to the book the scholarly attention which it deserves nor the close attention to the text which it demands.

Miss Drew makes much of the capital letters which appear at the beginning of each section of *Ulysses* whereas a casual glance at the Shakespeare and Co. editions or the definitive Odyssey Press edition would have shown her that the capitals are not Joyce's idea, but an addition by Random House. And her confusion of the one-legged sailor, who is a beggar, with the able-bodied seaman Murphy, who meets Bloom and Stephen in Chapter 16, is an unfortunate error. To attempt the kind of criticism on which Miss Drew has embarked in her article requires a near mastery of the book, whereas she seems to have become bogged down in its details.

Miss Drew's indecision about the details of *Ulysses* effectively prevents her from seeing it steadily and whole, and it leads her to lean for critical support on commentators at their points of critical weakness. She derives from Harry Levin the contention that Joyce is merely indulging himself stylistically in much of the book, a contention which ignores the complex intellection behind every one of Joyce's techniques and the complex burden which they carry in terms of meaning and emotion.

The Wilson article which Miss Drew cites suffers at many points from having been written some twenty years ago, when Joyce exegesis was at its very beginning. When Wilson states that Joyce lacked dramatic sense, he is wrong. Anyone who has read the Christmas dinner scene in the *Portrait* knows that Joyce had a brilliant dramatic sense. His decisions not to make *Ulysses* a sharply dramatic book and not to drive home with a sledge hammer moments of critical import (although none of them are obscured), and his massive accumulation of details, are intimately related to his prosaic materials, the book's limited time scheme, the low emotional tone in which the book is cast, and the general situation in which Bloom and Stephen are presented. *Ulysses* presents a deadend and mechanized society.

It is a little difficult to see precisely the esthetic grounds on which Miss Drew objects to *Ulysses*. She objects because a handbill floating past the ship *Rosevean* does not reveal organic relationships between men and things. This detail is organically related to other details in the book; must every detail in a work of art give "new insight into relationship?" Is not this the burden of the larger aspects of the book?

But fundamentally, Miss Drew's argument is that not all the details in *Ulysses* contribute centrally to the work as a whole. Therefore, it is not a masterpiece; therefore it is not a real organic unity; it is basically incoherent. This is structural criticism carried to an absurd extreme. It assumes that flaws in parts of a work of art destroy the whole. On this basis we can throw out *Hamlet*, *Paradise Lost*, *Ode on a Grecian Urn* and numerous other works which I would like to preserve. It neglects the creative force generated in a work of art, which is its center and reason for being. It even neglects, I'm afraid, a consideration of whether the larger parts of *Ulysses* are organically related.

Finally, it is annoying to find some one of Miss Drew's stature asking critics for proof in order to make up her own mind. She has not applied to Joyce the kind of effort which she applies to Yeats and Eliot. *Ulysses* has not yielded to the kind of approach which she makes to other novels; obviously a new one, involving much pedestrian labor, is necessary. Let us hope that she will make it, since Miss Drew's present effort does justice neither to Joyce nor to herself.

ELLSWORTH MASON

In her article, "The Difficulties of Joyce's Ulysses," Miss Drew turns to *Finnegans Wake* and suggests that the phrase "Blue Book of Eccles" puns on the Book of Kells, and she goes on to draw some very pleasant comparisons between this famous illuminated manuscript and Ulysses. I am afraid, however, that her original assumption rests on sand. Many of the old Irish manuscripts are known as the "Book" of something or other. An equally good case might be made out for the Speckled Book or the Yellow Book of Lecan.

MRS. F. J. GLASHEEN
Forestville, Connecticut

Miss Drew's point seems very well taken; the book does not, so far as anyone to my knowledge has demonstrated, have the kind of organic unity that Miss Drew thinks it ought to have. And I believe as she does that unity is a very fine thing.

But I think we may find *Ulysses* good, as Mr. Nemerov does, without running the risk that Miss Drew fears of "undermining . . . any stable judgment about works of literary art in general," if we are willing to grant that organic unity is not quite the only virtue a literary work may have, and if we feel, with Mr. Nemerov, that *Ulysses* has some of the others.

Qualities of scope, breadth, variety, complexity (let it even be unresolved complexity, such as we meet continually in experience), and richness of accurate detail, presented with the consummately skillful craftsmanship Joyce commands, may count for something too—indeed, for much—and they are not easy to wrap in a package with unity, organic or other.

A high degree of unity is often achieved, and is usually worth achieving, at some expense of scope and richness; but I should not apply that principle negatively to *Ulysses*, where it seems to me that great scope and richness are achieved at a justifiable expense of perfect unity.

R. P. ADAMS
Lafayette College

Congratulations on the February *CEA Critic*, especially the Joyce articles and *Extract from the Files of an English Instructor*. It is encouraging to see excellent contributions coming from so many parts of the country.

EMERY NEFF
Columbia University

Reverse English

I feel like starting a campaign to persuade you to reduce the size of your publication and our dues. The Drew article was excellent, but it should have been printed in . . . Why must we have *two* English journals to subscribe to?

(Ed. Note. Re proposal to reduce size of *Critic*: Maybe—but *not* to reduce dues, which are already pared to the bone. Rather to help meet greatly increased costs. In quantity alone, 1951-52 CEA publications a big bargain—made possible, in part, by Chap Book and other *Critic* supplement subsidies.—Re Drew article: delighted to have it characterized as "excellent." . . . A sample of what goes on at CEA regional meetings. . . Was presented at Mount Holyoke meeting of New England College English Association . . . Quite logical for it to appear in *The CEA Critic*, and, in view of its excellence, quite appropriate. . . Re concluding question: Referred to the *other* journal. *Counter-query* Are we our brother's keeper?)

Bibliographic Addenda

Joseph Prescott (Wayne): article, "Homage to James Joyce," Spring, 1952 issue of *Books Abroad* . . . review of Miles Hanley's *Word Index to James Joyce*, London *Notes and Queries*. . . Other sparks from the anvil: "A Song in Joyce's *Ulysses*" (London *Notes and Queries*) .... "Mosenthal's *Deborah* and *Joyce's Ulysses*," *Modern Language Notes*... "Notes on Joyce's *Ulysses*," *Modern Language Quarterly*. . .

W. P. Jones (Western Reserve), who has been working on Joyce for many years, has contributed to *The American Scholar*, "The Common Reader's Approach to *Ulysses*." It is the first chapter of a short critical book he is writing.

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The English Institute. 1952 meeting, Sept. 9-12, Columbia. General subjects: Shakespeare, Faulkner, Rhetorical Theory, Literature and the Realities of Publishing.—"While we have many valued registrants of long standing who form the core of our group, there are always about fifty openings for newcomers. We should like to be sure that every mature student of literature in English is aware of these openings, and that he is welcome to apply for admission."—Alan S. Downer, Sec'y English Institute, McCosh 11, Princeton Univ., Princeton, N. J.

ACLS Faculty Study Fellows

Eighteen awards have been made by the American Council of Learned Societies for 1952-53 under its Faculty Study Fellowship program. Among them: Louis Filler, Asst. Prof. of American Civilization, Antioch; James C. Hunt, Asst. Prof. of English at Williams; Harold D. Kelling, Asst. Prof. of English at Univ. of Cal.; Donald McRae, Prof. of Literature and Humanities, Reed; Herbert M. Schueller, Assoc. Prof. of English, Wayne; Craig R. Thompson, Prof. of English, Lawrence.

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Among recipients of Ford Faculty Fellowships: John Ciardi (Harvard), William G. O'Donnell (Univ. of Mass.)

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The Idea of The English Institute

Accompanying this year's announcement of the 1952 English Institute is a mimeographed introductory statement by David Allan Robertson, Jr., (Columbia). It points out that the Institute held its first meeting in 1939 and its tenth in 1951; and it brings to mind comments a veteran member made after this tenth program. He pointed out that, according to its intent, the English Institute should prove particularly helpful to CEA members.

The main purposes of the Institute, he recalled, were (1) to examine methods of research and (2) at least by implication, to suggest different and supposedly better ways of teaching. "If you look at the older volumes of the Institute proceedings," he said, "you will see this. The question was there: What do these studies tell the college teacher? What should the college teacher get out of it?

"College teachers who have not been to graduate school for a long time—the Institute papers should be refreshing to them. They should be refreshing either to the older teacher whose graduate studies are far behind him, or to the younger person, able, gifted, who himself may have something new to say."

Turning from the ideal to actualities, this commentator observed, with regret: "The trouble with some recent English Institutes is this: you have a sprinkling of people of advanced competence. Then you have a large number of more elementary training. The latter are over-awed. They do not take part. The result is a fair-sized fringe of hangers-on. There should be greater encouragement for youngsters and 'outsiders' to take part. There ought to be far fewer passive listeners. An effort should be made to get the young, brilliant people recognized, to get more graduate students, and those of instructor's rank."

"As for the papers presented at the English Institute, they must be methodological or theoretical. And they must bring something new. They should not be MLA papers, however good. Otherwise the English Institute forgets its functions. It forgets its functions if it becomes a small M.L.A. Take, for example, Harold Wilson's paper, in the 1951 Institute, "*Cymbeline* and *Philaster*: *The Analogy* of Structure." In it, an historical issue was raised. The answer did not surprise me. This was not as it should have been."

Personals

American Lit. Group of MLA

Arlin Turner (Louisiana State) has been nominated for reelection as Secretary-Treasurer...Fred B. Millett (Wesleyan), nominated member, Editorial Board, *American Literature*...George Arms (New Mexico), member of Advisory Council...Norman Holmes Pearson (Yale), has been added to the membership of the Committee on Aids to Publication...Stanley Williams (Yale), is a member of the committee on Evaluation, Research...Kenneth W. Cameron (Trinity) contributes further items under "Manuscript Resources at the Boston Society of Natural History." The program next December will be on "Literary Criticism in America." There will be six papers 20 to 25 minutes in length.

Lewis F. Ball (Univ. of Richmond) is now literary editor of the *Richmond Times Despatch*.

Harry Warfel has sent off to the press his *Letters of Noah Webster*, and is now "kneedeep writing a book on *Principles of American Usage*." Prof. Warfel is to represent the University of Florida at the 1952 CEA Institute, where he is to be discussion leader on "CEA Liaison with Business and Industry for More Effective Placement of English Majors as Candidates for Executive Jobs."

Robert M. Cooper (Roanoke) has been named "member-at-large" of the Southern Humanities Conference, replacing Douglas Southall Freeman. Prof. Cooper is a member of the 1952 CEA Institute Staff.

Charles D. Murphy (Acting Head, Department of English Language and Literature, University of Maryland) CEA adviser on Federal Employment for English Majors, will be available to talk on his findings at regional CEA meetings. Prof. Murphy reports for his annual two weeks of military duty at the Pentagon, June 1-15.

Arthur Niedeck (Univ. of Mass.) was director of the Roister Doister production of Dorothy Gardner's *Eastward in Eden*, a play about Emily Dickinson presented, appropriately, in her home town.

Ernest E. Leisy (SMU) is teaching at the University of Bonn, and, after the first week, "feels quite teutonized." Hopes to revisit Vienna. About 6,000 students at Bonn. Tells of nice chat with Rektor Werner Richter. Notes library of American books "very meager." Is teaching two courses in American fiction—one 19th century, the other, 20th century.

Personal

Gordon Mills and John A. Walter (Chmn. Committee on Writing for Engineers, Univ. of Texas) have recently completed the manuscript of a book on technical writing, and they have asked permission to quote passages from "As Others See Us", Sept. 1947 issue of *The CEA Critic*. They wish to quote statements by the heads of two large corporations on the shortcomings of engineers as writers of reports.

Died, on April 12, of a heart attack, Kenneth Rockwell, book editor of the *Dallas TimesHerald* and contributor to the Joyce issue of *The CEA Critic*.

At the Annual Dinner of the Poetry Society of America (New York City), Marcia Lee Anderson (Ford Fellow on leave from Hollins College) was awarded $100 for a poem: half the Reynolds Lyric Award. The other half went to Oliver Evans of N.Y.C. Miss Anderson's poem "Lord of Language" (cf. Tennyson on Virgil) appears in issue of *Voices* devoted to Southern poets and specially edited by Carleton Drewry of Roanoke, Va. (Regular ed., Harold Vinal, winner of annual Poetry Awards prize of $1250 for his 1951 book, *A Time of Turning*.)

Miss Anderson is winner, also, of a prize of $50.00 from the Poetry Society of Virginia for a sonnet "Is Someone Looking at Me?", submitted anonymously in their annual Frank W. Darling Memorial Contest....She writes: "I so much enjoyed the Greater NY CEA meeting at Hunter"; and adds her regrets at not being able to get to the NECEA meeting, at Trinity. Miss Anderson has registered for the 1952 CEA Institute.

Ibrahim University
Faculty of Arts—Shoubrah

Applications are invited for the vacant whole-time chair of English Literature of the Faculty of Arts, Shoubrah, Cairo.

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Regional Reports CEA

Chicago CEA

Ernest van Keuren (Univ. of Illinois, Navy Pier, Chicago) arranged an informal get-together at which the following talked things over with Max Goldberg, April 19: Kendall Taft, (Roosevelt), president, Chicago CEA; Ben Lease (Navy Pier), sec'y-treas. Chicago CEA; Sam Workman (Ill. Tech.), program chairman, and Falk S. Johnson (Navy Pier).

Decided: to try to have fall program ready in time for publication in Sept. *Critic*. . . To continue stressing sessions in criticism.

Kendall Taft and Ben Lease have worked on letter to English Department chairmen in the Chicago region. Letter requests up-to-date lists of staff members and expressions of preference as to a fall or a spring meeting, or both.

Ernest van Keuren and Kendall Taft represented the College English Association at the annual meeting of the American Council on Education, Chicago, May 2-3. Prof. van Keuren writes: "Sitting in on the sessions of the CEA was one of the most inspiring professional experiences of my life. . ."

At one session Prof. Van Keuren raised a question which tended to dominate the discussion. A number of explanations of ways to procure and train good teachers had been given. The need for it had been underlined by Dean Emeritus Carman (Columbia). The CEA spokesman felt that the boat was being missed because people will not try to do a good job of teaching unless they are motivated by the probability of reward; in other words, good teachers should be promoted for good classroom work as much as for publications.

If that is to be done, continued Prof. van Keuren, the administrative officer must have a sure way of discovering just which faculty members are the good teachers. He asked Dean Carman to discuss teacher appraisal methods, and the topic dominated the discussion from then on.

Finally a man from Northwestern University arose and said that we do not really know what good teaching is; we may recognize it when we see it, but we cannot accurately define it. He felt very sure that it cannot be statistically evaluated.

Helen L. Stevens (Ill. Tech.) is representing the Chicago CEA at the 1952 CEA Institute.

S. I. Hayakawa is doing a special series of lectures at Louisiana State University, June 9-17. He then goes to San Francisco State College to teach in the summer session. During one of his Massachusetts visits, Dr. Hayakawa addressed the psychiatric staff at the Massachusetts General Hospital.

Penn CEA

April 19, 1952. Franklin and Marshall.

Attendance excellent. Penn CEA firmly and soundly established. Kenneth Longsdorf (Franklin and Marshall) program chairman, the new president.

Morning session useful . . . Yet lack of definition of aims and purposes to underpin and direct our practices one of our weakest points. Too often we busy ourselves to rationalize our present practices, most of which just grew, rather than reexamining our aims and bringing our practices into conformity with them. The old, cold "mort main."

Luncheon speech, on evaluation of staff by students, enormously witty, and completely devastating toward notion (one of my special detestations) that a position on the faculty is or should be an elective position, and that the democratic electorate is the transient body of students. . . Am a wicked old Hamiltonian in my scorn for the evaluative capacities of the uneducated and inexperienced. . . Glad to have my judgment confirmed; elaborate concessions toward systems of faculty evaluation by students are by and large useless, inconclusive, and so far as they cost class time and college funds, pernicious. . . Students really not much interested if it requires much effort on their part.

Steve Whicher's case history in the understanding and interpretation of a poem by Peter Vierick excellently done and well received.

BRUCE DEARING
Naval Intelligence School
(CEA Director and Representative)

Indiana CEA

"The Indiana College English Association conference at Hanover College May 16-17 was a great success; a beautiful campus setting overlooking the Ohio river; new modern buildings; charming and gracious hosts who had overlooked no details in the planning; excellent literary papers; provocative and rewarding discussion groups on teaching; a pleasing performance by Dr. William Carlos Williams— all in all, the affairs of ICEA are in a flourishing condition. Russell Noyes represented the national association effectively."

GEORGE S. WYKOFF
Purdue
(CEA Director and Representative)

Middle Atlantic CEA

Theme of morning session: "The Uses and Kinds of Literary Criticism." George W. Stone, (George Washington) explained the purpose of the historical approach, showing that adequate understanding of a literary work depends upon seeing its language and ideas as these are embedded in a continuum of civilization.

Craig LaDriere (Catholic Univ.) concerned himself with the rôle of aesthetic criticism. He stressed the importance of distinguishing clearly among the various critical disciplines while recognizing their complementary natures and explained the indispensable value of studying and judging literature according to purely literary standards.

Charles L. Crane (U. S. Naval Academy) talked on the New Criticism. Mr. Crane pointed out that the New Criticism represents a coherent philosophy resting on well established principles, that it has helped teachers to put first things first, and assists students in formulating their own critical judgments.

Consultants, Purdue English Language Workshop, June 9-27: Albert H. Marckwardt (Mich.), moderator, 1951 Annual CEA Meeting, and author, "Linguistic Geography and Freshman English" (*The CEA Critic*, Jan. 1952); Harold B. Allen (Minn.) 1951-52 research fellow, Ford Foundation, and 1952 chairman, "4 C's Conference;" Priscilla Tyler, Supervisor of Student Teaching at Western Reserve.

Among speakers, Midwestern English Conference: H. L. Creek (Purdue emeritus), past CEA director; Maurice Graney (Head, Dep't. of Industrial Relations, Purdue), speaker at 1952 CEA Institute.

Purdue was host (Apr. 24) to the regional meeting of the American Business Writing Association. Among program participants: Barriss Mills, Russell Cosper, Victor E. Gibbens, E. G. Griffin, all of Purdue. Prof. Cosper was chairman, 1952 ICEA Conference program committee. Prof. Mills is coordinator at the 1952 CEA Institute. Prof. Griffin is consultant at the same gathering.

Visiting consultant, English Summer Workshop, Indiana State Teachers College, July 23-Aug. 26: Raymond W. Pence (De Pauw), past president, Indiana CEA.

Annual Indiana University Writers' Conference (Bloomington, July 13-19), staff member: John Ciardi, Ford Foundation Faculty Fellow, past director, NECEA. Sunday, July 13, Indiana Author's Day. Director: Philip B. Daghlian.

While at the Cincinnati meetings last fall, George S. Wykoff and Harry Shaw worked "almost continuously for two days and nights" on their now published *Harper Handbook of Composition*.

John W. Ashton (Indiana) is presiding at opening session of 1952 CEA Institute.

Russell Noyes (Indiana) is representing the ICEA at the 1952 CEA Institute, where he will serve as discussion leader.

Officers elected: President, Charlotte Crawford, Howard University; vice president, Robert H. Moore, George Washington University; secretary-treasurer, J. P. C. McCarthy, U. S. Naval Academy; executive committee, Kirby Neill, Catholic university, Charles Murphy, University of Maryland, J. W. Hendren, Western Maryland College.

JAMES W. HENDRON

Morning session on criticism excellent. George Stone brilliant on the historical critic . . . Diverting to hear James M. Cain sneer at pretenses of creative writing courses, and assert it would be well—if colleges insist on offering such courses—to alter their nature so that students are forced to edit, set, print, and sell their own stuff, instead of mooning about the creative process and longing for the end of the rainbow that precious few of them could ever hope to win through to.

Afternoon session gloomy in the dire predictions of cutting back on teaching staffs in the humanities, holding up of promotions, and general decline in the promise of the profession. Murphy of Maryland had clear impressions and engaging manner in presiding. . . Fagin of Johns Hopkins had some potent observations on the wrong we do our students and ourselves by discouraging or scorning preparation for careers in advertising, television, and other "practical" pursuits. . . Feels there is too much talk on "popularization," "vulgarization," "prostitution" of the disciplines of languages and literature: we should change our tune.

One cheery note: member reported that, at recent conference with business men, latter had suggested they had no objection to kind of training now given English majors, since they found such training useful in teaching young minor executives and sales repre-

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CEA Regional Reports

sentatives how to think through a problem, how to respond to ideas and people, and how to formulate and communicate ideas. (Hope the Institute at Amherst will bear out this happy attitude!)

Others feared that, from such institutes, our new customers (since teaching can no longer be expected to absorb the bulk of our majors, if we are to continue to have large numbers, and justify large departments) will undertake to dictate the course of study, with emphasis on tools, communications skills narrowly conceived and a de-emphasis upon the genuinely humanizing aspects of language and literature in higher education.

BRUCE DEARING
U. S. Naval Intelligence School
(CEA Director and Representative)

"The meeting went off very well. There were good papers, rcally having some bearing on the teaching profession, and much spirited discussion. So much were the issues debated that the afternoon session did not break up until four-thirty.

"Charley Murphy got over a big ad. for the June fête in Amherst.

"The Institute is a good idea. . . It was generally agreed that something had to be done, and that the membership was proud that CEA was doing it. . . Is this a concern which is felt on both graduate and undergraduate levels, or only on the former? I expect to be present. . .

"One thing I hope you will not ignore, and that is the small college. I have found that most conferences and many speakers think only of the large college or university, and not of the small liberal arts school. I have been in both kinds of places, and find that the problems are quite different—not only in getting places for graduates, but in hiring teachers, promotions, salaries and other matters. . . "

THOMAS MARSHALL
Western Maryland
CEA Director and Representative

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Greater NYCEA

College English instructors face-to-face with the possibility of considerable unemployment in the next few years may find a new field of employment in the teaching of English as a foreign language, John B. Carroll, Harvard, asserted at the Greater NYCEA spring meeting, at Hunter college, Friday evening, May 9. About seventy-five attended the meeting.

"Numerous openings are available right now," Prof. Carroll said, "for teachers willing to become trained. For example, several State Department programs, including the Fulbright program, are short of trained personnel for filling posts abroad, especially in Latin America and the Orient.

"There is nothing difficult about the training," Prof. Carroll continued. "A scholar, familiar with modern methods of descriptive linguistics, can acquire a highly useful competence in an Oriental language like Burmese, for example, within a year. Having done so, and having studied applied linguistics, he will be in a position to teach English as a foreign language, and he will also have broadened his usefulness as a scholar."

Sponsored by the American Council of Learned Societies, Prof. Carroll's talk was followed by a panel discussion on Freshman English. Participants included Aileen Traver Kitchin (Teachers College, Columbia), S. F. Johnson (New York University), and Paul Kaczander (Pace College)... Max Goldberg was moderator.

A constitution was adopted. Officers elected: Carl Lefevre (Pace), president; Grace Stuart Nutley (Brooklyn), vice-president; Charles Ranous (Fairleigh Dickinson College), secretary-treasurer.

Comment by Haskell Block, outgoing secretary-treasurer: "Carl Lefevre and John Waldman certainly deserve a lot of credit They've both been working very hard to make this meeting a successful one."

And successful it certainly proved. Hours after official adjournment, small groups gathered to continue the discussion stirred up by the panelists.

If attendance prizes were to be awarded, Pace College surely would receive top honors at the 1952 CEA Institute. With Dean of Liberal Arts Adrian Rondileau cheering from the sidelines, and Carl Levre serving as Staff assistant to see that the program runs on schedule, the following make up the Pace delegation: Profs. Echiandia, Miranne and Venema; Dr. Rubenstein and Mr. Berlin. . . John Waldman is director of public relations for the Institute. Provost Edward Mortola presents an address "Can the English Curriculum Produce Executives?" at the closing session. A fitting finale to a year of extraordinary CEA activity among Pace people.

Haskell Block (Queens) has been appointed assistant professor of comparative literature at the Univerity of Wisconsin.

Irving Ribner (Ohio State) has been appointed instructor in English, Queens College

NECEA

Ellsworth Mason writes: "The meeting as a whole was a good one, and everyone seemed to be having an enjoyable time. The seminar sessions are a fine idea."—Too bad Program Chairman Ralph Williams was ill and had to miss the fun. He and his committee did a fine job. Item of business: Voted, to have President Norman Pearson appoint a committee on NECEA Constitution.

Pre-dinner music: a consort of recorder players from Northeastern. Director, M. Tucker Keiser; members: Frederick Holmes, Raymond Blois, Franklin Norvish, Everett Marston.

Dinner meeting: Morse Allen presided; Frederick Sternfeld (Dartmouth) spoke on "The Musical Sources of Poetry." He sang illustrative songs.

Dominant impression: Trinity College a center of CEA strength, very graciously exerted.

R. R.

Albert Madeira (Mass.) will bring the greetings of the College English Association to the annual conference of the American Society for Engineering Education, meeting at Dartmouth, June 20-21.

Harry T. Moore (Babson) has been elected a Fellow of the Royal Society of Literature. The honor comes to Prof. Moore following British publication of his latest book, *The Life and Works of D. H. Lawrence.* Prof. Moore is serving as coordinator at the 1952 CEA Institute.

Paul Everett Reynolds, one of the most valued and tireless workers in the New England section of the College English Association and a frequent contributor to *The Critic*, died at Framingham, Massachusetts, on February 22, at the age of forty-nine.

The following quotation is from a resolution of the faculty of the University of Rhode Island:

"The death of a good man is seldom timely. Paul Reynolds died in the midst of his life, before he could gather in all the fruits of his work as a teacher and a scholar. Within his personal world there opened before him many more years of fulfillment—as a father, as a husband, and as a friend to those who valued in him the core of sincerity and honesty, of loyalty and generosity, of humor and kindliness that marked his relationships with people. As fellow human beings, equally mortal, we must deplore a death that cut off his earthly life during the harvest of his achievement."

WALTER SIMMONS

From report by J. Macris (Pace): "As long as linguists continue to talk largely to each other, teachers of communication are likely to remain cut off from a vast body of linguistic material which they could use. It might well be the function of the Greater New York College English Association to schedule a meeting—or a series of meetings, if necessary—which would be intended to bring about a rapprochement between these two groups."

Mich. CEA
Mich. State—May 10

New officers elected: J. J. Irwin (Albion), president; Hoover Jordan (Mich. State Normal), vice-president; Donald Lloyd (Wayne), secretary-treasurer; membership chr., Thomas Dume (Detroit Tech., Detroit 26); program chr., Hoover Jordan.

Fall meeting: Marygrove College. Program subject: conference with representatives of industry in a discussion of placement of English majors in industry and business.

Voted: to request Donald Lloyd to represent the MCEA at the 1952 CEA Institute, and to offer to pay his expenses.

Prof. Jordan expressed appreciation for the work of the president and vice-president in making MCEA successful. The president responded with thanks to Leslie Hanawalt and others in arranging the program.

RALPH N. MILLER
Secretary

MOTTO

"Everybody who comes should take part."

Sent out to all college teachers of English in Mich.: a copy of the minutes of the meeting and of Clyde Henson's talk.

From Carson Hamilton: "Congratulations on idea of CEA Institute and your execution of it. Most important service CEA could perform right now. . . Sorry I'm unable to make it."

Donald Lloyd is serving as Assistant Director of the 1952 CEA Institute.

Leslie Hanawalt (Wayne) is chairman of the CEA Institute luncheon session at which James M. Brown III, director, the Corning Glass Center, is to speak.

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More on CEA Regional

RMMLA-CEA

J. Frank Dobie is to be banquet speaker, October 10, during the annual RMMLA meeting at Colorado A. and M. College, Fort Collins, President Alfred Westfall has announced.

The Faulkner Society has recently been organized as a nonprofit corporation in the State of Colorado. The founding officers are publishing a quarterly *Faulkner Newsletter*. "This organ will provide an opportunity for those who are actively aware of the importance and integrity of Faulkner's work to exchange ideas and information regarding the body of the work and the criticism which has grown up around it." Officers and editors: James R. Baker, president; John R. Marvin, vice president; Tom E. Francis, secretary-treasurer. Publication advisers: Alan Swallow and Vernie Sorvig. Membership and subscription to the Newsletter are $2.00. Address: 1611 Adams St., Denver 6.

By Dean B. Lyman (Adams State College of Colo.) in the *Harvard Alumni Bulletin* for Feb. 23, "Harvard's Fall from Grace."

Dudley Wynn (Univ. of Colorado) is editor of a literary quarterly to be published by the Univ. of Colorado. First issue tentatively set for July.

Francis Wolle (Univ. of Colorado) has contributed an article to the *Bulletin* of the Colorado Education Assn.

Levette J. Davidson (Denver) has recently contributed to the *Mississippi Valley Historical Review, American Literature, Western Humanities Review* and *New York Folklore*.

Willis Jacobs (New Mexico) will spend next year on sabbatical leave —continuing his study of contemporary poetry in Europe.

Kenneth Lash (New Mexico) has been appointed editor of the *New Mexico Quarterly*.

George Arms (New Mexico) is the author of the introduction to the new Everyman's edition of Howell's *A Hazard of New Fortunes*.

Jane Kluckhohn (New Mexico) leaves this summer for Thailand on a Fulbright Fellowship.

The American Folklore society will hold its annual meeting at Texas Western College, El Paso, in December.

The fifth Annual Writers' Conference is scheduled for June 16 through 27. Among the leaders: John Ciardi. Brewster Ghiselin continues as Director. (Utah)

Wilson O. Clough (Wyoming) has been named to the editorial board of the *Western Humanities Review*. His Phi Beta Kappa poem "Aspen Leaves" appeared in the Autumn 1951 issue of the *American Scholar*.

Joseph T. Langland has recently published poems in *Accent, Western Review, New Mexico Quarterly*.

Walter Havighurst (Miami Univ.) is guest professor in English at Wyoming for the summer session. He will be connected with the University's program in Creative Arts.

In the May 1952 issue of *The News Bulletin* of the RMMLA, the editor, Ernest W. Tedlock (New Mexico) has published a symposium made up of responses to his query: "What is the most urgent *single* problem confronting teachers of literature and languages?" Prof. Tedlock reports: "Most of the replies tended to make one or the other of two emphases—fault of student; or, our failure and hope."

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Southeastern CEA

The concluding paragraph of "SECEA Experiments with Group Dynamics" (April, 1952, p. 1) presents questions and observations by the regional president, Ed Foster (Georgia Tech.). Prof. Foster invites correspondence on the topic of his remarks. (April *CEA Critic*).

Following up the discussion at the 1952 SECEA meeting, Sarah Herndon (FSU), Paul Haines (Ala. Polytech.) and Ed Foster (chr.) have sent to colleagues in Alabama, Florida, Georgia and South Carolina, packets in a project first called "Toward Brass Tacks: A Report-Questionnaire in the General Course of Literature," but later renamed "The Flying Saucer," alias "The Thing." A fine example of results, in terms of action, which come from our regional meetings. Helps justify the comment: "CEA is the outfit that gets things done."

Andrew J. Walker (Georgia Tech.) is on the 1952 CEA Institute Advisory Committee. Ditto Ed Foster, who writes: "Cheers for the Institute and for all the imagination and hard work which have gone into its making. The announcement is impressive—especially the calibre of the names and organizations from indsutry which you have pulled together."

And this from Jack Walker: "I believe firmly that in some measure the cultural hope of America is the cultured business man, not the superficially interested or the patronizing man but the deeply humane man who has experienced widely through the arts, especially through literature, the greatness of the human spirit in aspiring, suffering, and creating. Certainly only such people will make the world want to go along our way with us."

John B. Hamilton (Georgia Tech.) announces release of a brochure "A Note to a Few Important Writers." It is a statement he has prepared as chairman of the Live Manuscripts Committee of SAMLA. It is being used to solicit "live" manuscripts and manuscript materials from serious living writers of the region. Copies to be distributed among regional CEA affiliates, and may be had from Prof. Hamilton.

Nathan Starr (Rollins), past president, SECEA, is presiding at luncheon meeting of the 1952 CEA Institute.

Harry Warfel is representing SECEA and the University of Florida at the 1952 CEA Institute, where he will serve as discussion leader.

Sarah Herndon is spending the summer abroad.

Georgia Tech

A Conference on Freshman English was held April 9-11 with Dr. Albert H. Marckwardt, University Center Visiting Professor of Linguistics, as consultant. A. J. Walker presided, and more than fifty teachers from Agnes Scott, Emory, Georgia Tech, and the Atlanta high schools attended.

There was considerable agreement regarding the advisability of the English department's borrowing material for content and approach from other departments. Some participants saw a danger in emphasizing content instead of technique in written work, a danger that most participants did not feel was pressing.

Prof. Marckwardt explained that although freshman composition at Michigan is largely of the traditional type, social values are introduced through the study of the "thesis novel" and the attempt to establish a social situation in the class. He also pointed out the advantages of several long papers over one research paper and questioned the value of emphasis on form and mechanics.

In a talk on "The Social Responsibilities of English Teachers," Prof. Marckwardt spoke of the forces working against the currently important place of English in the college curriculum. Feeling that our best hope is to recognize the "social situation" we face, he emphasized the important role English (as well as foreign languages) plays in the relations and activities necessary to the existence of modern society.

KARL M. MURPHY
Georgia Tech

Though many students will come to Georgia Tech's new two-year graduate program in city planning from architecture and civil engineering, Prof. Howard K. Menhinick, the director, believes that the English Department major is also needed. The English major's training in writing and speaking, his courses in American literature and history, his related study in economics or sociology, and above all his essential "humanity" will stand him in good stead.

Texas CCTE

Annual Meeting, Texas College Conference of Teachers of English: Adolphus Hotel, Dallas. March 28-29, 1952. SMU, host, invited Conference members to "Prose and Pictures: James Fenimore Cooper", by Howard Mumford Jones, March 28, evening. Ima Honaker Herron, chairman SMU English Dept., presiding.

Sat. March 29. 9:10 to noon: Session I, John Lee Brooks, SMU, presiding. Opening of conference by President Autrey Nell Wiley (TSCW). Account of Proposals for the Certification of Teachers of English in the Public Schools of Texas, by J. G. Flowers, president SWSTC. Panel discussion of certification: John Lee Brooks, moderator; J. G. Flowers, Mary Estill (Sam Houston STC); Madge Davis (Midwestern U.); Joseph Jones (U. of Texas); Thomas F. Mayo (Texas A. and M.). 11:15 Report of Workshop Project, Margaret Lee Wiley

12:30 Session II. Luncheon. Guest Speaker: Howard Mumford Jones, (Harvard), "The Three Traditions".

2:15-4:15 Session III. Julia Luker (McMurry) presiding. "The Host's 'Tale': A Chaucerian Game", Alan M. F. Gunn (Texas Tech.). "On Teaching King Lear", Joseph T. McCullen Jr. (Texas Tech). "Byron and Current Patterns of Thought", Willis W. Pratt (U. of Texas). "Harsh Is the Morning" [on the revived interest in F. Scott Fitzgerald], Martin Staples Shockley (NTSC). "On Teaching in Europe", Ernest E. Leisy (SMU).

Newly elected president: Joseph Jones (Univ. of Texas).

The need for trained and experienced members of this recognized profession is greater than the supply.

Ed Foster is to give the course, "Developing and Presenting Planning Ideas." Edwin Folk, Princeton graduate majoring in English, has enrolled in the new program.

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Bulletin Board

Michigan State English Workshop

The Department of English, Michigan State College, offers a Summer Workshop, "Problems of Teaching English in Secondary Schools," to be jointly sponsored with the Division of Education, August 4-22, 1952. Five hours graduate credit, alternate credit as Education 507 or English 560 for minors in either field, full dormitory accommodations, and the regular summer recreation facilities are available for participants.

Director: Dr. Clyde E. Henson. Other nationally known English teachers will be available for consultation.

Prospective members are invited to plan work on their own projects with the assistance of competent resource people. Participants can plan their work to include any problems in the teaching of English.

Approximate cost will be $30.00 for registration with five credit hours, and $88.00 for board and room during the session. Further inquiries should be directed to the office of the Department of English, Michigan State College, East Lansing, Michigan.

RUSSEL B. NYE, Chairman
Department of English
CECIL V. MILLARD, Director
Division of Education

1953-54 Fulbright Competition

Francis A. Young, Executive Secretary, Committee on International Exchange of Persons, announces the 1953-54 competition for Fulbright awards for university lecturing and post-doctoral level research in *Europe and the Near East.* Included in this competition are awards for AUSTRIA, BELGIUM and LUXEMBOURG, DENMARK, EGYPT, FRANCE, GREECE, IRAQ, ITALY, NETHERLANDS, NORWAY, TURKEY, THE UNITED KINGDOM and COLONIAL DEPENDENCIES. Also included are awards for JAPAN, PAKISTAN and the UNION OF SOUTH AFRICA. A Fulbright Agreement has recently been signed with the Union of South Africa and a very small program will be initiated for 1953-54.

The Committee is preparing a detailed program booklet concerning the awards referred to in this announcement. The booklets are expected to be available early in July.

The closing date for making application is October 15, 1952.

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Facsimile Suggestions Welcomed

Scholars' Facsimiles and Reprints welcomes suggestions of titles of rare, important books to be printed. Ordinarily the books are issued in editions of 200 copies. This non-profit enterprise is carried on under the direction of Harry Warfel at the University of Florida, Gainesville.

Western Folklore Conference

July 17-19, 1952. University of Denver. Visiting participants: Wilson O. Clough (Wyoming), Gretel and Paul Dunsing (Folk Song and Dance Teachers and Performers, Chicago), Vardis Fisher (Hagerman, Idaho), Lester A. Hubbard (Utah), Moritz Jagendorf (Past President, New York Folk Lore Society), Philip D. Jordan (Professor of History, Univ. of Minn.), Louise Pound (Professor Emeritus of English, Univ. of Nebraska). Levette J. Davidson, Director, writes: ". . . too, there will be folk-like recreation at the chuck wagon supper, the Around the World Festival, and the pilgrimage to tradition-encrusted Central City." All interested are cordially invited to attend. All meetings are free except for the Chuck Wagon Supper and the Central City Opera, for which reservations should be made in advance.

Temple Annual Reading Institute

Temple University has announced that the "Curriculum Approach to Reading Instruction" will be the theme for the next Institute program, which is scheduled for the week of February 2 to February 6, 1953. Those interested in securing advance information should write to Dr. Emmet A. Betts, The Reading Clinic, Temple University, Philadelphia 22, Penna.

Query

I am collaborating with Leon Edel on a definitive bibliography of the writings of Henry James, to be published in the new "Soho Bibliographies" series of Rupert Hart-Davis of London, and will be pleased to hear from anyone who has a suggestion to offer as to information that ought to be included, as well as comment on any errors noted in the earlier Phillips bibliography, findings of previously unidentified James work, and ownership of any variant first editions.

We will also be pleased to receive offprints of any recent articles or notes published by CEA members.

DAN H. LAURENCE
New York University

Received With Thanks

Creating an Industrial Civilization, a report on the Corning Conference, ed. Eugene Staley and others, Harper, 1952.

How to Be an Employee, Peter F. Drucker, in *Fortune* for May, 1952.

Business Executives and the Humanities, Bulletin No. 3, May, 1951, Southern Humanities Conference, affiliated with the American Council of Learned Societies, Chapel Hill, 1951

Honors and Prizes in the MLA Field, by S. F. Johnson, Ass't Sec'y, MLA. Reprinted from PMLA, LXVII (Feb. 1952, 38-58).

Some Suggestions to Freshman-Sophomore Counselors and to Students Intersted in a Major in English Looking toward a Career other than Teaching, a mimeographed pamphlet brought together by the English Department, Univ. of Conn. (Sent in by Joseph Prescott of Wayne)

The Humanities and Professional Teacher Training, a paper presented by Robert M. Cooper at the Annual Meeting of the Southern Humanities Conference (Lexington, Ky., Apr. 4-5, 1952)

Stars and Atoms: Poems of Science and Industry, by A. M. Sullivan. E. P. Dutton, New York, 1946.

Tim Murphy: Morgan Rifleman, and Other Ballads, by A. M. Sullivan. The Declan X. McMullen Co., Inc., New York, 1947

Incident in Silver, A Book of Lyrics, by A. M. Sullivan. The Declan X. McMullen Co., Inc., New York, 1950

Three Choral Poems, by A. M. Sullivan. McMullen Books, Inc., New York, 1951. ("Transcontinental," "Midnight Caravan," "Day in Manhattan." Teachers desiring to use the poems for choral groups should apply in writing to the author.)

Recording of "Transcontinental, A Choric Poem of the Railroads" and "Midnight Caravan, A choric Poem of the Trucks on Route 1," read by the author, A. M. Sullivan.

The New Liberal Arts Program, Manhattan College Bulletin, (Nov. 1950, No. 3.) (Sent in by Brother Cormac Philip, Head of the English Dept. at Manhattan.)

What Research Do We Need to Help Expand Book Use, reprinted from *Publishers' Weekly*, Apr. 28, 1951, sent in by Edward Foster.

How to Hit Finals, latest item in functional program being developed at Colgate, sent in by Strang Lawson.—"The most frequent complaint about examination answers is that they offer unsupported generalizations."

The Trade List, 1951, of the Allied American Presses, sent in by Alan Swallow, Publisher, 2679 South York Street, Denver 10, Colorado.

The News Bulletin, RMMLA, Jan. 1952, edited by Ernest W. Tedlock (New Mexico). Contains list of graduate theses, in Rocky Mt. area covering, Sept. 1, 1950-Sept. 1, 1951. Title, author, degree, department, date, and director are given.

The Radiant Influences of the Liberal Arts College for Women, by Autry Nell Wiley, reprinted from *Alumnae Bulletin*, Randolph-Macon Woman's College LXLV (Nov. 1951, 3-6.)

Speeches Made Easy, by Ben Solomon, $1.00 per copy, Youth Service, Inc., Putnam Valley, N. Y.

American Studies Association, brochure invitation to join:—primary aims of ASA: a better understanding of our country; most important means: communication across the established disciplines about the various aspects of America. Item: there are thirty or more active American Civilization programs in colleges and universities. Pres. Carl Bode, Univ. of Maryland.

Strang Lawson (Colgate) had a busman's spring recess that included a speaking tour of regional association meetings of the New York State English Council in the metropolitan area and culminated in his attendance at the CCCC conference at Cleveland, where he spoke on the Colgate functional writing program; and at the NY CEA meeting, Univ. of Rochester, April 5. Prof. Lawson is discussion leader at 1952 CEA Institute.

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Notes from CEA Guest Book

CEA visitors to Amherst: *John Ciardi*—talked of his Dante translation... His project for working out method of teaching poetry (with music and visual arts as integral support) to non-liberal arts students (since made possible by Ford Foundation Fellowship grant)... His projected series of paper-bound single-problem source books for research papers in freshman English—outgrowth of method used in English A at Harvard.... First book in series, gathering together materials on Salem Witchcraft trials, with introduction by Theodore Morrison, appeared April 15.

Bob Fitzhugh—a whirlwind visit to lay groundwork for CEA Institute, June 12-13... Was taken with friendliness of Univ. of Mass. officials and with facilities to be made available for Institute... Had pleasant talk with past national CEA director Frank Prentice Rand.

During a flying visit to Swarthmore, Bruce Dearing heard Robert Penn Warren discuss his new long poem, to be published in the fall: "I found it illuminates *All the King's Men* and *World Enough and Time* to hear him discuss what he is trying to do with the history of violence."

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CEA BUREAU OF APPOINTMENTS

In comparison with January-June 1951, the parallel period for 1952 shows greatly increased activity. It must be stressed that the gain is only relative. The sad fact, which, for fear of adverse effect on professional morale, we hardly dared to announce at the time, is that, in the 1951 period, there were very very few enquiries by prospective employers. Hence the approximately thirty-five requests for Bureau assistance that have come in during 1952 in connection with vacancies to be filled appear a marked improvement over the situation last year.

It should not be inferred, however, that these requests necessarily indicate a generally improved professional outlook. In the first place, the number of Bureau registrants has gone beyond the 200 mark, and each mail brings further registrations. It is interesting to note that a number of recent requests for registration blanks have come at the direct suggestion of graduate school professors and directors.

Furthermore, the increased number of requests for Bureau aid in filling vacancies may well be attributed to causes other than general improvement in the professional outlook for college English teachers and others who profess the humanities.

The executive secretary's field trips, the increased number of regional CEA units and meetings and acompanying publicity for the CEA Bureau of Appointments, the cumulative results of several years' intensive efforts to make the facilities of the Bureau of Appointments known to heads of English departments, deans, presidents and other administrative officers, the satisfaction experienced by those who have filled vacancies from the lists of registrants with the Bureau—all these have played their part in producing the apparent pick-up in Bureau activities.

For example, this spring about 3,500 letters were mailed out to administrative officers in all the institutions of higher education listed in the "Higher Education" section of the *Education Directory* put out by the Office of Education of the Federal Security Agency. These letters informed recipients about the facilities of the Bureau, stressed the availability of desirable candidates at all ranks and with varied qualifications, and invited recipients to avail themselves of Bureau facilities.

Most of the Bureau activity this spring has followed the recent publicizing effort.

Failure of registrants to receive word that they are involved in this activity should not be construed as indicating that they are being neglected. Their credentials may have been in lively circulation, or they may be right now. Yet it is only when the prospective employer so requests, that the Bureau informs the registrant involved. From that point, it becomes the affair of the prospective employer and the registrant.

The general consensus is that, until 1955, the professional outlook for teachers of the humanities will continue unfavorable; but that, from then on, there will be marked and continued improvement. The prospect for the coming academic year, informed opinion has it, is not at all cheerful.

CEA ADVISORY

The Generalization: "Those of us who have watched the growth of the organization from the beginning are impressed by its greatly expanded usefulness in the recent past... An effort is being made to draw all parts of the country into the year-round activity... It is most heartening to work with a group that someone has put into a fine frame of mind." ERNEST E. LEISY (SMU), national CEA president.

Instances: The following have agreed to serve as national CEA advisers:

Edward Foster, newly elected SECEA president, as national CEA adviser on regional organization and development and on research dealing with the improvement of teaching English in the colleges.

Strang Lawson (Colgate), president, New York State English Council, on relationships between CEA and other professional organizations and teaching groups (cf. the high school teachers of English).

Levette J. Davidson (U. of Denver), R M regional CEA leader, on inter- and intra-disciplinary integration.

Carrington Tutwiler Jr. (VMI), past president Va.-N. C. CEA, on the armed forces and the college English teacher.

Curtis Dahl (Wheaton), on scholarships, fellowships, and other grants and special opportunities open to English teachers and students.

Charles D. Murphy (Maryland), on federal employment for English majors and English teachers

Donald Lloyd (member Editorial Advisory Board, *American Speech*), on linguistics and college English

John Q. Hays (A. and M. College of Texas; past vice president Texas College Conference of Teachers; discussion leader, 1952 CEA Institute), on English in technological institutions

These advisers would welcome ideas and information pertaining to the areas they have agreed to cover, as well as volunteers to work with them. If you are interested, do not wait to be invited. Take the initiative yourself.

Your executive secretary represented the College English Association at the annual convention of the Division of Higher Education, National Education Association, Chicago, April 18-19. He served as recorder to two groups. He was reelected member of the General Committee of the World Student Service Fund, at its annual meeting. He is to represent the College English Association at the annual conference of the Junior College Association, Boston, June 25-27. Through the year he attended regional CEA meetings at Emerson College, Howard University, University of Richmond, University of Colorado, Trinity College, Hunter College. He made field trips which took him to Washington, D. C., the Rocky Mt. area and Texas. He represented the College English Association at the conference of the United States Commission for UNESCO and at the meetings of member organizations of the American Council on Education.

Holt Files to Princeton

More than 400,000 letters and documents, material comprising the files of the publishing firm of Henry Holt and Company since it was founded in 1866, have been added to the Princeton Archives of American Letters, Princeton University's long-range project for systematically collecting and preserving records that will serve to illuminate the American scene for historians of the future.

Marking the first time in the history of American book-publishing that any publishing house has turned over its business records and correspondence to a university library, the formal presentation was made April 14 at Holt's new executive offices, 383 Madison avenue, where Dr. Harold W. Dodds, President of the University, accepted the gift from Edgar T. Rigg, President of Holt. Robert T. Fitzhugh attended as CEA representative.

Advice to Sec'y

Stay on the Old Keyboard

According to Joseph Jones, the following headline, gleaned from a Texas newspaper, shows just how versatile and ubiquitous the national CEA secretary is: "Goldberg Excels with Sonata in Well-received Concert." Quips Joe, "Stay right on that old keyboard, Max: you're doing all right."

Don't Break the Bow

Jack Walker (Georgia Tech.) sends newspaper ad. by The Atlanta Coca-Cola Bottling Company ...Caption: *Phaedrus philosophized*: You will soon break the bow if you keep it always stretched...Follows a famous recipe for relaxation... We offer another for ourselves: the blessed thought — no more *Critics* till September...And so, to hammock.

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Charles Poore, *Harper's Magazine*

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